DOCUMENT RESUME

ED 343 193 CS 507 784

AUTHOR McCann, Donna C.
TITLE Improving Effective Communication between the School and Home through the Publication of a Student-Generated Newspaper Utilizing Modern Computer Technology.
PUB DATE Jan 92
NOTE 60p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Computer Uses in Education; Elementary Education; *Parent School Relationship; *School Newspapers; Student Participation; *Student Publications; Summer Programs
IDENTIFIERS Student Led Activities

ABSTRACT

A practicum project was designed to improve effective communication between parents and a private school summer program by publishing a student-generated school newspaper. A pre-questionnaire concerning the effectiveness of communication between the home and school was distributed to the parents of the 54 students enrolled in an 8-week summer program held at a private K-8 school. The seven sections of the first issue of the newspaper (entitled "On Your Mark") were pinpointed based on the results of the questionnaire and conversations with teachers. The firt issue of "On Your Mark" appeared in the fourth week of the program and included material from students and teachers. Students' responsibilities and contribution grew in subsequent issues of the newspaper: the fourth volume was produced entirely by the students through the culmination of classroom instructional time in computer technology and newspaper publication. A post-questionnaire was sent to parents in the last week of the program. Results from the questionnaires indicated that: (1) 94% of the parents felt aware of upcoming school events at the end of the program; (2) 95% of the parents felt informed of their children's project; and (3) the students demonstrated the ability to format, organize, and publish a school newspaper using computer technology. (Survey instruments, all four issues of "On Your Mark," two mnemonic devices, and two tables of data are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED343193

IMPROVING EFFECTIVE COMMUNICATION BETWEEN THE SCHOOL AND HOME

THROUGH THE PUBLICATION OF A STUDENT- GENERATED NEWSPAPER

UTILIZING MODERN COMPUTER TECHNOLOGY

by

DONNA C. McCANN

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Donna McCann

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

JANUARY 1992

CS507784

BEST COPY AVAILABLE

Abstract

Improving Effective Communication Between the School and Home Through the Publication of a Student - Generated Newspaper Utilizing Computer Technology.
McCann, Donna C., 1992: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Newspaper/Communication/Teachers/School/Home/Parents/Faculty/ Newsletter/Computer Technology

Recent research indicates that through effective communication, educators can improve the quality of education. Without the active participation of parents, the schools have the sole responsibility of educating students. It is believed that by providing a means of effective communication between the school and the home, education will be enhanced. It was noted that at a summer remedial program there had been no formal attempt to publish any form of communication between the school and parents. There was little ongoing written communication between the school and the home, aside from final progress reports. Evidence of this need was substantiated by a written questionnaire given to the parents of the students who were enrolled in an eight week summer program.

Producing a student - generated newspaper consisted of eight steps: distribution of a parent pre - questionnaire; devising methods for obtaining information for each issue of the newspaper; production of the four student - generated newspapers; presentation to the students; distribution to the parents; a parent post - questionnaire; and evaluation of the newspaper. Positive parental response was evidenced by data collected and documented in table form. The student - generated newspaper was well received by students, teachers, administrators, and parents. Appendices include: a pre - survey; **On Your Mark** (first issue); information for the newspaper form; **On Your Mark** (second issue); **On Your Mark** (third issue); **On Your Mark** (fourth issue); COPS mnemonic device; COMPUTER mnemonic device; post - questionnaire; results of objectives.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here will earn similar respect.

Donna C. McCann

Donna C. McCann

DOCUMENT RELEASE

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

Donna C. McCann

Donna C. McCann

January 1992

January 1992

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research 3

III. Method 7

IV. Results 12

V. Recommendations 14

Reference List 15

Appendices

Appendix A: Pre Survey 17

Appendix B: On Your Mark First Issue 19

Appendix C: Information for the Newspaper Form 24

Appendix D: On your Mark Second Issue 26

Appendix E: On Your Mark Third Issue 31

Appendix F: On Your Mark Forth Issue 39

Appendix G: COPS Mnemonic Device 45

Appendix H: Computer Mnemonic Device 47

Appendix I: Post - Questionnaire 49
Appendix J: Objective One Results 51
Appendix K: Objective Two Results 53

CHAPTER I

PURPOSE

The writer served as one of two administrative assistants during an eight week summer program. The program was held at a private kindergarten through eighth grade school, which was located on a university campus. The summer program had an enrollment of fifty-four students who were from primarily upper middle class to middle class families. There were twelve practicum students pursuing advanced level degrees in the field of education, two Educational Leadership majors, three Computer Science majors, and a program director. While under the supervision of the program director, the twelve practicum students tutored students implementing specialized educational techniques and monitored progress utilizing Precision Teaching.

Recent research indicates that through effective communication, educators can improve the quantity and quality of education being received by the students. Without the active involvement and cooperation of parents, the schools are fighting an uphill battle. It is believed that by providing a means of effective communication between the school and the parents, education will be enhanced. There had been no formal attempt to periodically publish any form of communication between the summer school program and parents, aside from final progress reports. There was little ongoing written communication between school and home in existence. Evidence of this problem was substantiated by a written questionnaire (Appendix A:18) given to the parents of the students who were enrolled in the eight week summer program. In the questionnaire parents were asked to describe the effectiveness of the communication

between the home and school regarding daily school events and the academic progress of their children. Although the classroom teachers contacted parents over the phone whenever needed, and conducted two formal parent conferences, seventy-five percent of the parents felt that communication between the school and home was not effective. Parents were also asked if the publication of a school newspaper would improve communication. Ninety percent responded "positively."

The purpose of this project was to improve effective communication between the parents and the school by publishing a student - generated school newspaper. The objectives for this practicum were as follows:

1. Through the publication of a school newspaper disseminated to the parents of students enrolled in an eight week summer program, the parents will increase their awareness of school events by 80 percent as evidenced by the parent pre and post questionnaire.

2. Through the publication of a school newspaper disseminated to the parents of students enrolled in an eight week summer program, the parents will become 70 percent more informed of their child's progress as evidenced by the parent pre and post questionnaire.

3. During an eight week summer program the students will demonstrate the ability to format, organize, and publish a school newspaper through the use of classroom instruction and computer technology with 80 percent accuracy as evidenced through the publication of four student generated newspapers.

CHAPTER II

RESEARCH

The year 2000 is fast approaching and an age old problem still exists - effective communication and involvement between the school and home. Communication between the school and home is a vital part of today's educational scene.

> Parents tell us that schools are not doing enough for their child, schools are expecting too much of the children. Teachers are saying children do not behave as well as they did a few years ago or children are not interested in learning. Administrators claim teachers do not care, parents like to complain, and kids do not know what they want to do (Sawicki, 1983:387).

When these three attitudes or opinions are analyzed, a pattern emerges. The pattern is that of a lack of positive and effective communication.

Research has consistently shown that parental involvement can be a successful tool for increasing student achievement (Taylor as cited by Laws, 1988-9). Yet the amount of teacher contact with parents is often very limited. "Without parental support, it is like sitting on a two - legged stool. You can never get comfortable." (Tanaka, 1991:66). Schools affect what parents value the most - their children. Parents want to know how children are being taught, what is being taught, and how successful the teaching has been (Pawlas, 1985). Literature and research have cited various reasons for this problem. Two general reasons why communication is lacking between the school and home are the time constraints involved and the lack of training on how to effectively involve the home.

Attitudes have been found to change when parents become involved with schools. The parents become more supportive, and their values and attitudes towards

school can help shape a child's school performance. "Research indicates that an increase in student achievement has a direct correlation to high levels of parent involvement and involvement that is meaningful" (Sattes,1989:37). Teachers and administrators can make this involvement more meaningful and realistic if they understand that parents want to stay informed. A school wide system of communication through a newspaper, handbook, and progress report is the cornerstone of parent involvement (Sattes,1989).

Classroom happenings must be explained to students, parents and administrators. Bullock (1989) stated:

> Throughout my teaching career, I have wanted to keep parents informed about what was happening at school, but didn't have the time. Word processing offers a partial solution to this problem. With a word processor I have found that writing is much more convenient and the quality of the final product is much improved. A word processor allows me to edit my work. My spelling and typographical errors, of which there are many, are checked by a spelling checker. A computer can improve communication. Because it is easy to use, a computer increases the frequency of communication and teacher creativity.

The student newspaper, an old idea rarely put into use, is a way to increase effective communication between the school and home which continually surfaced throughout the research. Bullock (1989) reported on good results using **The Newsroom** for communications to parents. Several times a year parents were informed of what was happening in the classroom through a classroom newsletter created with **The Newsroom**. "It was a little shocking to find that even some of my toughest sixth graders took the newsletter home." (Bullock, 1989)

One way to publish a student newspaper effectively and in a timely manner is through the use of computer technology.

> Word processing and simple desktop publishing technology can help us finally realize the newspaper goals we have always sought but that have often proved illusive: Creation of an authentic information gap, through contact with a genuine audience; involvement of writers at differing ability levels; flexible integration of different kinds of work, prepared at varied rates and in any order; production of a written document truly reflecting the interests and identity of its student authors (Sivell, 1988:2).

The formatting, organizing, typing, editing, and publication of a student - generated newspaper can be facilitated by the use of current word processing equipment. Pogrow (1985) recommended the Macintosh computer, because it is easy to learn and has superior graphic capability. When connected to a laser printer, printing quality can be enhanced to 300 characters per inch. While not quite typeset quality, the laser printer is the closest thing to it.

Pogrow (1985) went on to suggest the following key features in a word processing program. These features will promote ease of use, and include:

1. A small number of commands
2. Ability to execute a given function with minimal keystrokes
3. Speed of operation
4. Easy to follow documentation
5. Appropriate prompts on the screen
6. The text appears on the screen exactly as it will look on the printed page.

Based on these suggestions for a word processing program, Pogrow (1985) recommends the use of Microsoft Word.

Hoffman (1987) explained that Macintosh's ability to quickly display accurate graphics on the screen, and the Apple Laser Writer's high resolution, make it an excellent choice for publishing a student - generated newspaper.

The key to tieing this concept together is a unique method of instruction. Dr. Ogden Lindsley, from the University of Kansas, developed a concept he termed Precision Teaching in 1960. Precision Teaching is a procedure by which an instructor can measure learning and the degree to which this learning has been applied. It has three main components: first, it is a direct measure; second, it is a daily measure; and third, it uses rate or frequency as a unit. Precision Teaching has often proven to be more valid and reliable than other methods since it is designed to measure what it is suppose to measure and it gives a more accurate and consistent measure of performance. Through the results of Precision Teaching, the instructor can accurately determine which students are ready to go on, which need further practice, and which need more instruction. With Precision Teaching the instructor is also able to identify skills and successes which should be highlighted in a school newspaper.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe how the information presented through research was utilized. This chapter describes the interaction with the individuals necessary for a successful practicum implementation.

During the first and second week of the practicum experience the author's responsibilities were as follows: to devise and coordinate the scheduling procedure from the on-site pretesting of all students, to develop a system of effective communication between teachers and administrative staff, to coordinate the inventory check-out procedure, to copy and distribute all materials needed for a successful school opening, to confirm that the teachers had tested all incoming students, to identify and review pinpointed skills which the teachers had identified for their individual students, to assist the teachers in locating the appropriate materials for their students, and to attend inservice training and meetings provided by the program director.

At the onset of the program a pre-questicnnaire was distributed to the parents. The parents were asked to respond to questions about the effectiveness of communication between the school and home. Parents were asked if they felt that communications would be improved if a school newspaper was produced. (Appendix A:18) After reviewing the questionnaire results and talking with the teachers, seven sections were pinpointed for the first issue of **ON YOUR MARK**. The sections included **From The Pencil Of, Spotlights, Sizzles, A Welcome Message, Mark Your Calendar, Menu,** and **From The Reading Corner.**

From **The Pencil Of** was a section where the students' work and progress in creative writing could be displayed. There was an important connection established between the work in the classroom and the newspaper since every teacher had pinpointed creative writing as a skill to be worked on with students. The **Spotlight** section came from the desire to recognize the particular academic achievements of various students, whereas the **Sizzle** section was established to highlight the outstanding behavior of the students. The **Spotlight** section illustrated the success of Precision Teaching methods. Since the **Spotlight** section reflected the academic achievements of the students, this was an excellent way to exhibit the growth individual students had made as well as the readiness to proceed to the next skill. Both sections were designed to acknowledge the students and their achievements, as well as to inform the parents of these achievements. These sections: **From The Pencil Of**, **Spotlights**, and **Sizzles** were closely monitored to make sure that each student within the program was mentioned in each section at least once.

A Welcome Message was decided upon for the first issue to reinforce the program director's enthusiasm and pleasure at having the students participate in the program. **Mark Your Calendar** and the **Menu** sections were provided as informational sections. These sections were established from the results of the pre - parent questionnaire. In this questionnaire the parents expressed a desire to be well informed of upcoming events. The final section, **From The Reading Corner**, was placed in the newspaper as a way of providing suggestions for possible reading material for the students.

During the fourth week, preparations were made for the distribution of the first issue of **ON YOUR MARK** (Appendix B:20). A form was distributed to each of the

teachers requesting a creative writing sample, **Sizzle** messages to their students, and **Spotlight** information. (Appendix C:25). Each teacher had the students choose the creative writing sample that would represent their class in **From The Pencil Of;** while the teachers provided the information for the **Sizzle** and **Spotlight** sections. These forms and the material for the newspaper were turned in by the end of the day on Wednesday so the newspaper could be typed and distributed by Friday.

Once the materials were submitted, the production of **ON YOUR MARK** began. The materials were typed and edited on a Macintosh computer using Microsoft word 4.0. After the material was typed and edited, Pagemaker 4.0 on the Macintosh was used to format and organize the material. Pagemaker allowed the user to incorporate mastheads, graphics, shades, and column formatting. Items could be easily moved from page to page without disrupting the layout. Once the items were placed Pagemaker allowed the user limited editing using the basic word processing commands. A full range of type styles and fonts were available. Prior to placing the typed material in each section, mastheads were placed. These mastheads contained the title of the section along with an appropriate graphic. Each graphic was chosen for its relevance to the section.

During the fifth and sixth weeks, Volume 2 and 3 of **ON YOUR MARK** (Appendix D:27 and E:32) were produced and distributed to the students and the parents. The students' responsibilities and contributions grew as the sections included within each issue of the newspaper grew. This growth stemmed from the increased interest and enthusiasm for the newspaper from the students, the parents and the program staff. By Volume 2 the **Computer Corner** section, an idea originating from the computer teachers, was added. The computer teachers

expressed a sincere desire to add their own section to the newspaper. In this section, the computer teachers reported on various student performances during the week. A **Helpful Hints For Parent Conferences** section in which an administrative intern provided information to assist the parents in preparing for their child's final conference, and **The Jokes On Us** section in which students submitted jokes, were added to the newspaper. The students enjoyed sharing the jokes with classmates. The students in each class voted on the jokes that were to be shared in the newspaper.

In Volume 3, two entirely student - generated sections were introduced. One of the teachers began working on types of poetry and poetry writing with students. The excitement which the students showed for this new aspect of writing was so great that the poems had to be published for all to see, thus the **Poets** section was created. A **Here's The Scoop On A Couple Of Our Teachers** section was the second new addition to the newspaper. In this section several students developed their own questions and interviewed teachers of their choice. These questions focused on reasons for becoming teachers, reasons for choosing to work in the program, favorite subjects in school, and a few personal issues. After finishing the interview the students typed and formatted the teachers' responses to the questions. During the seventh week, Volume 4 (Appendix F:40) was produced. Volume 4 was produced entirely by the students through the culmination of classroom instructional time in computer technology and newspaper publication. Class time (throughout the program) was spent in instructing the students on the use of the computer, and the set up and basics of newspaper publication. Students also received reinforcement in the use of the computer when working in the computer lab during the eight week program.

During the seventh week, the computer lab was closed for individual student use and was set aside for the production of the final newspaper. During a four day period the students worked on formatting, organizing, typing and editing the written material submitted by both teachers and students. A mnemonic device was displayed in the computer lab so that the students would remember to check for **C**apitalization, **O**verall appearance and **P**unctuation(COPS) during the final editing process(Appendix G:46). A second mnemonic device was displayed in the computer lab for reinforcement. This mnemonic was (COMPUTER): **C** - carefully select materials, **O** - outline/layout, **M** - make creative and cooperative decisions, **P** - pictures (graphics), **U** - use COPS, **T** - titles in boldface, **E** - enter all information, **R** - revise (Appendix H:48). The newspaper was written, formatted, organized, typed, and edited on an Apple IIe computer using The Children's Writing and Publishing Center. The newspaper was then printed on an image writer printer, correlated, and distributed by the students.

During the eighth and final week of the practicum experience, a post-questionnaire was distributed to the parents (Appendix I:50). This post-questionnaire was to determine whether or not the newspaper had improved communication between school and home. The results of the implementation of a school newspaper as a means of improving effective communication between school and home will be discussed in chapter four.

CHAPTER IV

RESULTS

The pre questionnaire distributed to the parents provided valuable information which showed a definite need for an increase in effective communication between school and home. There was a positive response by the teachers, director, parents, and students to the publication of the newspapers. The teachers and students were always quite willing to provide extra materials or to spend extra time at the computer. The students' enthusiasm for the newspaper was evidenced by the countless number of times the question was asked, "When do we get our newspaper?"

The four student - generated newspapers provided a quick source of information for the parents on what the children were doing in the program, samples of the students' work, and of the upcoming events.

The first objective of the practicum was to increase the parents' awareness of school events through the publication of a school newspaper by 80 percent as evidenced by the parent pre and post questionnaire. In the pre questionnaire, 22 percent of the parents felt that they were aware of upcoming school events. At the end of the eight week program, and after the publication of four school newspapers, 94 percent of the parents felt aware of upcoming school events (Appendix J:52).

The second objective was to have the parents become 70 percent more informed of the children's progress through the publication of a school newspaper disseminated to the parents of students enrolled in a eight week summer program. In the pre questionnaire, 15 percent of the parents felt informed of their children's progress. At the conclusion of the program, and after the dissemination of four school

newspaper, 95 percent of the parents felt informed of their children's progress (Appendix K:54).

The third objective of this practicum was for the students to demonstrate the ability to format, organize, and publish a school newspaper through the use of classroom instruction and computer technology with 80 percent accuracy as evidenced through the publication of four student - generated newspapers. This objective was reached as evidenced by the fact that in each edition of the newspaper the students' roles and responsibilities increased. The fourth and final edition of **On Your Mark** was formatted, organized, typed, edited, correlated, and distributed by the students enrolled in the eight week summer program.

The objectives set forth in this project were reached with considerable success.

CHAPTER V

RECOMMENDATIONS

In the previous chapter, results of the methods used to meet the academic objectives were disclosed. In this chapter recommendations stemming from these results will be discussed.

The main recommendation from the parents, teachers, and students was that the newspaper continue to be published during the next eight week summer program. Most parents and teachers felt that the newspaper was an excellent addition to an already superb program.

It is this author's intent to incorporate a class newspaper with the students during the regular school year. The addition of a class newspaper will decrease the need for outside parent contacts and will increase the amount of parent involvement within the class. Additional sections might include: Holiday Happenings; What This Holiday Means; Artist's Corner; Roving Roger (field trip report); Birthdays; and Honor Roll Students. A class newspaper is a valuable addition to a successful class program.

At the beginning of the next eight week summer program, the author will be avaiiable to provide assistance in continuing the publication of **On Your Mark**.

REFERENCE LIST

Bullock, Donald. "Word Processing for Teachers: Professional Results." **The Computing Teacher**. May 1989, pp 9 - 10.

DeVita, Joseph and William Goldstein. **Successful School Communications: A Manual and Guide for Administrators**. New York: Parker Publishing Co, 1977.

Florida Department of Education. **Percision Teaching Manual.** Florida, 1989.

Hoffman, Paul. **Microsoft Word Made Easy for the Macintosh.** California: McGraw - Hill, 1987, pp 345 - 355.

Krumm, Rob. **The Best Book of: Microsoft Word for the Macintosh**. Indiana: Hayden Books, 1990.

Laws, Dwight and others. "Computer Generated Correspondence Between Teachers and Parents." **The Computing Teacher**. Dec/Jan. 1988 - 9, pp 31 - 33.

Pawlas, George E. "Improving Public Support: The Answer Is Communication." **Childhood Education**. Vol. 61 N. 4. March/April 85, pp 282 - 284.

Pogrow, Stanley Dr. **Evaluation of Educational Administration Software.** Arizona: ED- AD System, 1985, pp 208 - 226.

Sattes. Beth "Parental Involvement in Student Learning." **Education Digest**. Jan. 1989, pp 37-39.

Sawicki, Florence. "Is It The Kids Or Us?" **Education**. Vol. 103 N. 4, Summer 83, pp 387 - 389.

Sivell, John N. "A Word Processed Student Newspaper: Why? -- How? So What?" **TESOL Conference Presentation**. ERIC ED 303 036.

Sorenson, Sharon. "Computers in English/Language Arts: Teaching Resources in the ERIC Database (TRIED) Series." **ERIC Clearinghouse on Reading and Communication Skills**. Indiana. ERIC ED 316 - 881.

Tanaka, John. "Parental Support." **NASSP Bulletin**. Oct. 1991, pp 66-69.

APPENDICES

APPENDIX A

PRE - SURVEY

PARENT QUESTIONNAIRE

1. I feel there is effective communication between the school and home.

   Yes No

2. I feel that communications would be improved if a school newspaper was produced.

   Yes No

3. I am well informed of upcoming school events.

   Yes No

4. I am aware of parent conference dates.

   Yes No

5. I know when my child masters a skill.

   Yes No

6. I am familiar with the way my child's progress is monitored.

   Yes No

7. I have seen samples of my child's work.

   Yes No

8. I am familiar with several of the activities my child engages in.

   Yes No

9. I would refer to a school newspaper if published.

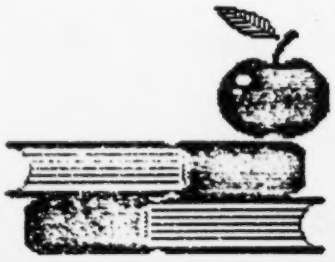
   Yes No

10. I know what a "sizzle" is.

    Yes No

APPENDIX B

ON YOUR MARK
FIRST ISSUE



ON YOUR MARK ...

... Vol. 1 ... July 12, 1991

A WELCOME MESSAGE

Welcome to the first edition of our summer newspaper published by your children. We hope to be informative, entertaining, and above all to share your children's accomplishments with you. We are proud to present the contributions and literary efforts of all of our Stars!"

Miss _____

Spotlights

Hats off to some TOP achievers this week in Miss Robin's room. Colin did FANTASTIC work in mathematics and Ross was AWESOME with number sequencing.

THREE CHEERS to Matthew and Wesley in Miss Susie's room. They were TRUE STARS in Reading this week.

WOW! Miss Bibi had two exceptional students this week. Aaron did EXCELLENT work with his family facts and Jenny is hitting LIGHTING SPEED in Reading.

Mr. Rod would like to congratulate Sacha and Geoffrey on their major accomplishments in division.

A SHINING STAR in Mr. Ray's room is Ilene. She demonstrated excellent work in Reading fluency and KINA cards.

Jason has done FANTASTIC work in place value this week and Andrew is blowing us away with his work in word relationships (analogies). Andrew and Jason are in Ms. Penny's room.

Stephen, Mr. Philip reports, has done SUPER WORK on his Math key words.

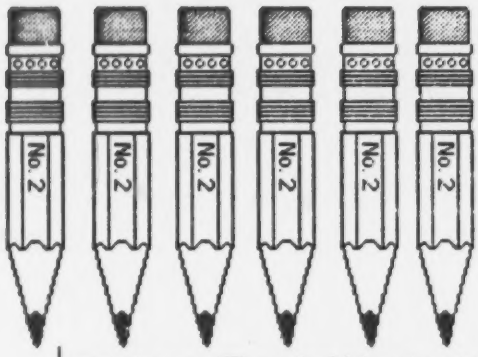
AWESOME, is the word to describe Alex's work in Ms. Ann's class on his sight words.

Seth and Charlene are both doing EXCELLENT work in Miss. Phyllis's room.

Uzi is SUPER in Math and Ethan is OUTSTANDING in his Reading this week. Both students are in Ms. Jean's room.

ALRIGHT Lindsey and Cory. Miss Beth reports both girls are doing SUPER FANTASTIC work in Reading.

FROM THE PENCIL OF:



A NEW BABY

If I had a new baby I would feed it. If it had hair, I would brush it. I would play games too. Sometimes the baby may want to chew on things. So I would give the baby a pacifier. We would be a happy family.

by Miss Bibi's class and Miss Susie's classes

SIX FLAGS ATLANTIS

The sun was out and it was time to rise. Atlantis was ready and it was time to play on the slides. It was time to go on the straight slides. We went into the water maze. Ross, Matthew, James, Esther, and Colin all were soaking wet. Matthew decided to dry off James' teeth. James asked the group if they wanted to go on the water maze, and everyone said yes! Ross then dried off James' hair. Now we can go into the splash pool. Then we went to the Ninja Turtle pool. Now James asked if everyone wants to see the pretend snake pool. Everyone shouted, "YEAH" !!!!!!!!!

by Miss Robin's class

THINGS THAT BUG ME

My dog bugs me big time. He always bites me and scratches me. Maybe he doesn't know it, but he sure does. When I go into my backyard he will growl and bark and me. I wish he could talk to me. I have to feed him and it really bugs me.

by Sacha _____

THE ATTACK OF THE GIANT

Once upon a time a giant came to Super Marks. He knocked down the trees at ____. He came into the classroom and played with the kids. The giant went to computers. He went to the bathroom. The Ninja turtles in ____ beat up the giant.

by Miss Kevra's class

THE LIGHTHOUSE

Pete lives with his grandfather Bruce who is 95 years old. Pete is nine years old. His parents were killed in a plane crash. All of Pete's other relatives are dead. Pete had to go live with his grandfather in Key West.

On July 5, 1979 there was a terrible hurricane. When the hurricane came it was very bad outside. There where five ships out at sea. The wind blew two of the ships into rocks and they sunk.

The three remaining ships were fine. Two of them leaked .Everyone got on the good ship. They got back safely. The families paid Pete and Bruce for keeping the lighthouse and leading the way for them. Newsreporters were there. Pete and Bruce got very close.

by Jennifer _____

PLANTING A GARDEN

We are going to plant a garden. First, you plant the seeds. Next, you cover the hole in the ground. Last, you water it and pat the seeds with a shovel. Now we will wait to see what grows in our garden.

by Andrew _____

A DAY AT THE BEACH

One day Stephen, Jonathan, Kim and Hugo went to the beach for a swim. When they got to the beach they went swimming in a pool. In the pool they found a radioactive box. Inside this box they found a radioactive chicken that went BOOM and became a cute little puppy. However, the puppy fell into the pool and became a radioactive monster. The

monster found 1001 chickens and blew fire on them. Then the monster ate the fried chicken with mashed potatoes and cole slaw.

by Mr. Philip's class

ANIMALS I SAW

I saw a kangaroo hopping. I went on elephant rides. I went on camel rides. I saw pink and white flamingos. I saw a turtle.

by Rebecca _____

MY FOURTH OF JULY

My dad, mom, brother, cousin and friends went to a restaurant on the Fourth of July. My friend slept over at my house and we set off fireworks. After the fireworks we played games and watched scarry movies. Finally we went to sleep.

by Charlene _____

YESTERDAY

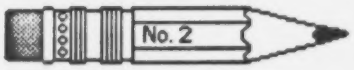
Yesterday I played tennis with my friend. I beat him 6-1. His mother picked us up to go home and eat dinner. After I ate we played indoor soccer. Next I went home and went over to my cousin's house to watch "Ghost." Then I went to sleep.

by Mark _____

THE DINOSAURS

Dinosaurs lived in the jungle. Some were big and some were small. Some are meat eaters and some are plant eaters. They also lay dinosaurs eggs.

by Ms. Beth's class



SIZZLES GO OUT TO:

TO: MATTHEW for his hard work all week, especially in reading. GREAT GOING!!!!!
FROM: Miss Robin

TO: SALOMON for his dynamic behavior. You are a SUPER STAR!!!!!
FROM: Miss Susie

TO: RACHEL , Get well soon!
FROM: Mr. Rod

TO: MICHAEL for his EXCELLENT behavior. You are an expert in following directions.
FROM: Miss Bibi

TO: JONATHAN for his continuing GOOD work with **The Main Idea**.
FROM: Ms. Jean

TO: KENNY for his EXCELLENT job of charting.
FROM: Miss. Phyllis

TO: CALLIE for trying so hard. I am PROUD of you. You're the GREATEST! Keep up t h e GOOD work, Callie!
FROM: Miss Ann

TO: HUGO for his MARVELOUS behavior!
FROM: Mr. Philip

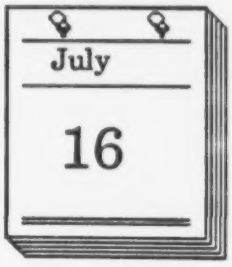
TO: ARIE for his PERSEVERANCE. You don't give up when others might.
FROM: Mr. Ray

MARK YOUR CALENDAR

July 16th: Camp will have a barbeque at lunch time.

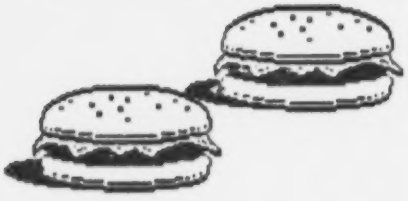
August 2nd: In-House Field Trip.

August 5th: Parent Conferences begin.



CAMP MENU

July 15th - 19th



MONDAY
Hot - Corn Dog
French Fries
Potato Salad
Orange Wedge
Cold - Bologna and Cheese

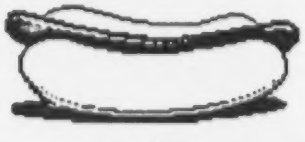
TUESDAY
Barbeque
Hamburger
Hot Dog

WEDNESDAY
Hot - Chicken Patti
Peas
Potato Chips
Pudding in a Cloud
Cold - Turkey and Cheese

THURSDAY
Hot - Pizza

Cold - Chicken Salad

FRIDAY
Hot - Fish Sandwich
Cole Slaw
Tater Tots
Chocolate Cake
Cold - Salami and Cheese



FROM THE READING CORNER

Every child can become a book-lover. Here are a few possible suggestions for summer reading material.

PRIMARY LEVEL

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY
by Judith Viorst

AMELIA BEDELIA
by Peggy Parish

BEDTIME FOR FRANCES
by Russell Hoban

CLOUDY WITH A CHANCE OF MEATBALLS
by Judi Barrett

DON'T FORGET THE BACON
by Pat Hutchins

SECONDARY

BURNISH ME BRIGHT
by Julia Cunningham

STONE FOX
by John R. Gardiner

AND NOBODY KNEW THEY WERE THERE
by Otto Salassi

THE CALL OF THE WILD
by Jack London

APPENDIX C

INFORMATION FOR THE NEWSPAPER FORM

TO: Donna McCann
FROM:
RE: Info for the **Newspaper**

I. CREATIVE WRITING

Author: _____

My students have voted on the creative writing they wish to submit for this weeks newspaper. My students have made their selection and the older students have typed their choice while in computer on Tuesday or Wednesday and the younger students have printed their selection neatly on a piece of paper. I have attached the final copy to this memo.

II. HIGHLIGHTS OF STUDENT ACHIEVEMENTS

I would like the following students who have made noteworthy gains in a skill area or who were simply good workers this week to appear in our newspaper.

A. Student's name:_____

Skill mastered:_____

Good work on:_____

B. Student's name:_____

Skill mastered:_____

Good work on:_____

III. SIZZLE SECTION

I would like the following student to receive a sizzle in our newspaper this week with the following message:

a. Student's name:_____

Sizzle message:_____

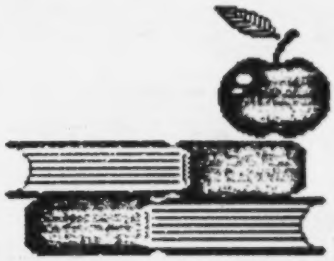
_____

_____

PLEASE MAKE SURE YOU USE EACH CHILD'S NAME IN AT LEAST ONE OF OUR FOUR NEWSPAPERS!!!! THANK YOU FOR YOUR ASSISTANCE!!! PLEASE RETURN BY WEDNESDAY AFTERNOON EACH WEEK!!!!

APPENDIX D

ON YOUR MARK
SECOND ISSUE



ON YOUR MARK ...

.. Vol. 2 ... July 19, 1991

Editor: D. McCann

Spotlights

CONGRATULATIONS to Matthew who reached his goal in reading fluency and James who is doing beautiful work on his numbers. Both students are in Miss Robin's room.

Danny, Miss Ann reports, is doing FABULOUS work in reading.

Hats off to some "GRADE A" workers in Miss Beth's room. Todd L. and Todd D. are both doing fantastic work in reading.

Marissa always works hard to complete all of her activities and Thomas is doing a BEAUTIFUL job in writing. Ms. Penny is VERY PROUD of you both.

THREE CHEERS to Sacha and Jason in Mr. Rod's room. Sacha is doing FABULOUS work with homographs and Jason is reading at LIGHTENING SPEED.

ALRIGHT Wesley, Matthew, and Salomon! All three boys are doing EXCELLENT work in math with Miss Susie.

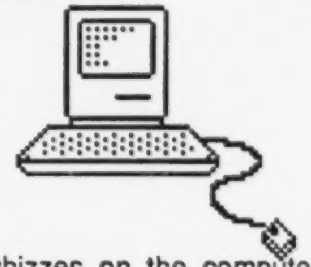
Charlene and Seth are SUPER FANTASTIC!! Charlene has met her aim in math key words and Seth has reached his reading aim. Both students are in Miss Phyllis's room.

AWESOME, is the word to describe Uzi and Mark's work in Ms. Jean's room. Both boys are doing MARVELOUS work in reading fluency and comprehension.

Mr. Ray would like to congratulate Ilene for meeting her reading fluency goal and Jennifer for the enthusiasm she displays while reading her own novel.

HIP HIP HOORAY for Jillian and Felix! Jillian is reading at lightening speed and Felix is AMAZING with his sight word recognition.

COMPUTER CORNER



Math whizzes on the computer this week are: Kenny, Jason, Andrew, Salomon, and Wesley.

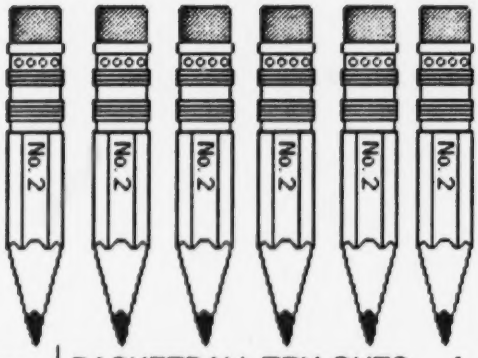
Arie is showing wonderful progress with word processing.

Jennifer is typing with lightening speed.

Alex is eagerly attacking Monster Math problems, while Hugo and Ethan are marching along in reading.

QUOTE OF THE WEEK AS HEARD IN A COMPUTER CLASS:
Todd L. cries out , "I need more fingers!"

FROM THE PENCIL OF:



SNAKES

There were snakes everywhere. There were rattlesnakes climbing up a tree. A water snake was climbing up on a boat. A king snake and a rattlesnake were fighting with each other. The king snake finally ate the rattlesnake.

by Miss Robin's class
Typed by Ross

DOLPHIN COMMUNICATION

Scientists are trying a different kind of experiment with dolphins. They are trying to teach dolphins a simple language. The scientists make whistles that sound like a dolphin. So far the dolphins have learned the meanings of 25 whistles. Can dolphins learn a language like ours? Some scientists say yes, but some say no. The main thing the experiments have shown is that dolphins are very smart animals.

by Arie _____

THE COLOR RED

The color red is beautiful. It is soft and mushy. Some of it smells sweet. When I taste it, I say it tastes like licorice. When I light wood, it makes a crackling sound. There are lots of ways to describe red.

by Ethan _____

A MILLION DOLLARS

If I won four million dollars I would buy a mansion, a 4x4, an XP Seadoo and a Go Cart. I would buy a nice tennis raquet and a ball machine. I would buy a Nissan race car and be in the 24 hour race at Daytona. In my yard I would build a tennis court and a track for my Go cart. On my race track there would be an obstacle course. I would buy a store with all kinds of fast and exotic cars and sell them to pay my bills.

by Benjamin _____

A STORY

Dad reads me a story before I go to sleep. I made believe Dad and I were in the story. We saw tigers and zebras. We saw bears and lions in the story.

by Thomas _____

BASKETBALL TRY-OUTS

Just the other day I tried out for the great basketball team. I was really nervous, but I was a good player. I was waiting for my turn. Finally it came. I had the ball in my hands. I was throwing, passing, and dribbling. I was ready for the announcemnet of who won. I went to change and get ready. I had made it! The winners were three girls and I was one of them! I started to jump up and down with happiness. I couldn't wait to tell my mom!

by Rachel _____

ANDY AND RANDY

One day twins named Andy and Randy decided to play a trick on their teachers. Andy went to Randy's math class and Randy went to Andy's english class. The reason they did this was because Andy is better at math and Randy is better in english. Also they wanted to fool their teachers.

by Mr. Phil's class

MAKING A BEANBAG

Lisa is making a beanbag. First, she gets some

beans and a cloth. Next, she puts beans on the cloth.

by Gibbons

SALOMON'S BIRTHDAY

Today is Salomon's birthday. He is seven years old. Matthew brought candy. Salomon brought a gift for each student. We had a party. The candy was yummy. We all had a great time! Thanks for the present!

by Miss Bibi's class and Miss Susie's class

A "BEARY" SPECIAL BEAR

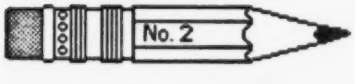
I have a very special brown bear. He goes everywhere that I go. He loves to go swimming with me. We play games and color together. He is my special friend.

by Miss Beth's class

RETURN TO SESAME STREET

One day Inspector Gadgett went to Sesame Street. Shredder jumped into Sesame Street and chased Bibop. Inspector Gadgett played a game with Big Bird. Then he went diving. He went down to the sewers to visit the Ninja turtles. Raphael ordered a pizza for Barnie and Inspector Gadget.

by Miss Kevra's class



SUPER MARKS SIZZLES GO OUT TO:

TO: ISRAEL for the hard work he displayed on his verb board.
FROM: Mr. Ray

TO: JONATHAN for his fantastic work in multiplication.
FROM: Ms. Jean

TO: BRIANNA for her outstanding cooperation this week.
FROM: Miss Susie

TO: GEOFFREY for mastering two skills this week. One in math and one in language.
FROM Mr. Swanson

TO: ALEX who mastered his sight words and story reading this week! Wonderful! Keep going!
FROM: Miss Ann

TO: ESTHER for brightening up the day. Thanks for your help and smiles!
FROM: Miss Robin

TO: AARON for trying hard in reading comprehension.
FROM: Miss Bibi

HELPFUL HINTS FOR PARENT CONFERENCES

by Karla

As we prepare for our end of the summer parent/teacher conferences, make sure...

a. that the information shared is not over whelming to you.

b. you understand the educational terminology.

c. you ask questions.

d. you have provided as much background information on your child as possible.

e. you do not get caught up in long range predictions based on test data.

f. you remember that the parent, the teacher and the school are a team, working towards an appropriate education for every child.

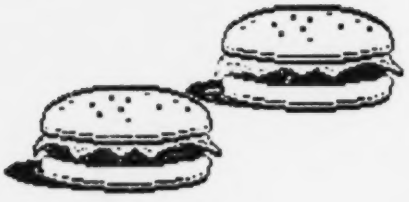
MARK YOUR CALENDAR

August 2nd: In-House Field Trip - Science Eye "Digging Into Science."

August 5th: Parent Conferences begin.

CAMP MENU

July 22th - 26th



MONDAY
Hot - Spaghetti
Green Beans
Garlic Bread
Chocolate Chip Cookie
Cold - Bologna and Cheese

TUESDAY
Hot - Pizza
Salad
Corn
White Cake
Cold - Salami and Cheese

WEDNESDAY
Hot - Hot Dogs
Tater Tots
Mixed Vegetables
Jello
Cold - Turkey and Cheese

THURSDAY
Hot - Fish Nuggets
Cole Slaw
French Fries
Hot Spiced Apples
Cold - Chicken Salad

FRIDAY
Hot - Italian Subs
Potato Chips
Broccoli
Chocolate Cake
Cold - Fish Sandwich

FROM THE

R E A D I N G C O R N E R

Every child can become a book-lover. Here are a few possible suggestions for summer reading material.

PRIMARY LEVEL

ALADDIN
by Andrew Lang

THE BIGGEST BEAR
by Lynd Ward

A CHAIR FOR MY MOTHER
by Vera B. Williams

THE CONTESTS AT COWLICK
by Richard Kennedy

AN EVENING AT ALFIE'S
by Shirley Hughes

FAIR IS FAIR
by Leon Garfield

SECONDARY LEVEL

THE FALLEN SPACEMAN
by Lee Harding

OWLS IN THE FAMILY
by Farley Mowat

THE VELVETEEN RABBIT
by Margery Williams

THE CASE OF THE BAKER STREET IRREGULAR
by Robert Newman

??????????????

THE JOKES ON US

??????????????

Why did the soccer player flood the field?
The coach asked her to come in as a sub!

What did the sick banana tell its mommy?
I don't peel good!

Why did the teacher go to the eye doctor?
He couldn't control his pupils!

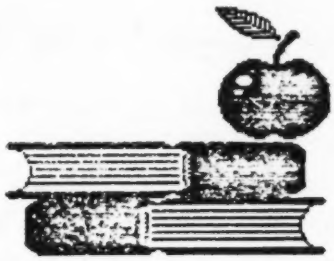
Why don't frogs live long?
They're always croaking!

What did Jon say when he couldn't find his dog Odie?
Doggone!

??????????????
??????????????
??????????????

APPENDIX E

ON YOUR MARK
THIRD ISSUE



ON YOUR MARK ...

. Vol. 3 ... July 26, 1991

Editor: D. McCann

HEAR YE !
HEAR YE !

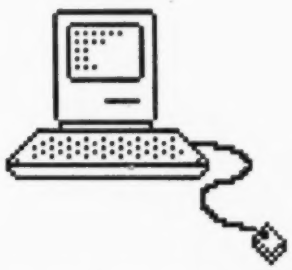
We've enjoyed having your child be a part of the Summer family. We are pleased to inform you that the Program extends into the school year. Students meet after school for two one - hour remedial sessions per week for eight - weeks. An individualized learning plan is developed for your child based on previous test results and progress maintained during the summer program. Activities are selected that augment your child's strengths and compensate for his/her weaknesses. Classroom teachers are contacted on a regular basis to ensure that we are meeting your child's academic needs. At the end of each eight week session, individual parent conferences are held to discuss your child's progress and share successful teaching strategies. Options for class sessions are as follows:

Monday/Wednesday
1. 3:30-4:30
2. 4:30-5:30
3. 5:30-6:30

Tuesday/Friday
4. 4:30-5:30
5. 5:30-6:30

Classes begin September 10, 1991. Your child can be enrolled in ____ by completing a registration form. For further information please contact Shelley , Program Director. We look forward to being of any assistance to you in the future.

COMPUTER CORNER



Jennifer is reading and writing some AWESOME stories while in computer class.

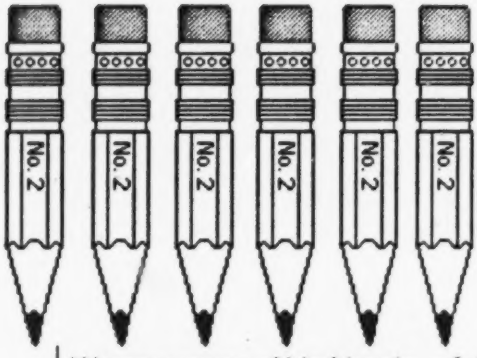
Sacha, Jason, and Steven are SWIFTLY ADVANCING through word problems.

Hugo and Joshua are making SUPER COLOSSAL improvements with their computer reading games.

Aaron . is making OUTSTANDING progress in the computer lab.

QUOTE OF THE WEEK AS HEARD IN A COMPUTER CLASS:
Jillian declares, "This computer lies!"

FROM THE PENCIL OF:



THE GORILLA TEACHER

One day a gorilla came to class. He taught us how to count on our toes, to paint, and to play with clay. At lunch, the gorilla ate sixty bananas. The next day someone knocked on the door. It was the principal. He said there was a mix - up. The gorilla had to go back to the zoo. We all said good - bye.

by Miss Beth's class

SAVE OUR EARTH

The world is full of junk because people litter and throw their cans, bottles, and cigarettes around. They cause fires with their cigarettes and they throw food. Wouldn't it be nice if we helped pick liter up? The world would be a much better place in which to live.

by Wesley _____

HANUKKAH

Hanukkah is for Jewish people. It is in December. It is almost like Christmas.

You get presents. It is eight days long, and I like it.

by Jenny _____

TELEPHONE CALL

It was a quiet afternoon and Brad's mother was expecting a call from George Bush. Brad needed the phone to call about a homework assignment. Brad's sister was missing. They couldn't find her. He saw the phone cord, he followed it, and it led to the closet. He opened the door and suddenly his sister screamed.

"I'm sorry," she said.

"I'm gonna make you feel so sorry you won't know the meaning of the word sorry," her brother said. "Now give me the phone."

Brad took the phone. Brad's mother got her phone call and Brad called his friend about his homework.

by Geoffrey _____

I FLEW WITH SNOOPY

I was eating lunch out by my pool when Snoopy flew right into my pool. Next he took me away. We went to Japan, and then we went to Disney World. We saw some of his friends, and then we went to Snoopy's house. It was a dog house.

by Callie _____

MY BEST FRIEND

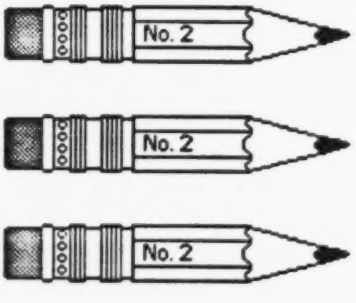
Three years ago, I met my best friend Mark. Today we are still best friends. He gave me a bracelet for friendship, and I gave him a bracelet for friendship. We have a great friendship. I hope my friendship will last another seven years.

by Uzi _____

WHEN I GROW UP

When I grow up I want to be a scientist. I want to study animals from the past. I will study in Manhattan.

by Seth _____



OUR VISIT TO THE GROCERY STORE

We looked on the list. Mom bought apples. I bought milk and cookies, and then we went home.

by Marissa

WE WENT TO THE CIRCUS

The clowns were all juggling balls. The lions jumped through the fire. Alligator wrestlers were wrestling the alligators. The fire dancers had the clowns dancing with fire sticks. We all got to ride the decorated ponies. The monkeys were making their funny sounds. The bears were doing a balancing act. There were also actors riding on the horses. The cheetah got scared by the elephant. Finally we all got to ride the turtles!

by Miss Robin's class

MRS. TICKY TOCKY

"Oh lovely Legos," said Aaron and he dived into them.

"Oh lovely playground," said David and he played on it.

"Oh lovely stories," said Marc and he read them. Along came Mrs. Ticky Tocky.

"Just look at this mess, she screamed. "Into Miss Shelley's office you go."

In went Aaron, ticky tocky, ticky tocky. In went David, ticky tocky, ticky tocky. In went Marc, ticky tocky, ticky tocky.

"That's better," said Mrs. Ticky Tocky and she went back to the classroom.
Away went Aaron. Away went David, and away went Marc.

"Oh lovely mess," they said.

by Miss Kevra's class

SIZZLES GO OUT TO:

TO: JAMES for doing such a great job on his response maze! I'm so proud of you !!! Keep up the great work!!!
FROM: Miss Robin

TO: JASON for doing a great job in the classroom.
FROM: Mrs. Penny

TO: ETHAN for continuing to work hard on his spelling.
FROM: Ms. Jean

TO: GIBBONS , the wheels on the bus have moved through the town. Yakkity - Yak!
FROM: Miss Ann

TO: JASON for being so well - behaved!!
FROM: Mr. Rod

TO: FELIX for advancing so quickly in his reading skills.
FROM: Miss Bibi

TO: WESLEY for his excellent creative writing stories. He is dynamite!
FROM: Miss Susie

TO: CORY for always being so polite and showing such good manners!
FROM: Miss. Beth

TO: KIM for doing so well on her response maze.
FROM: Mr. Philip

TO: HUGO for his remarkable progress in math and reading.
FROM: Mr. Philip

TO: JOSHUA who is the king of reading comprehension. You are moving up, up, up!! Three cheers for Joshua.
FROM: Miss Kevra

TO: AARON who has hit his aim in reading. Wow! Wow! Wow!
FROM: Miss Kevra

TO: JESSICA for hitting her aim in oral reading this week. Grand job!
FROM: Miss Kevra

TO: MARC who has reached mastery in reading. Hip Hip Hooray!!!
FROM: Miss Kevra

TO: DAVID for beating his own aim in reading. Superterrific!!
FROM: Miss Kevra

Spotlights

Hats off to some TOP ACHIEVERS in Mr. Philip's class. Jonathan is doing FANTASTIC work in reading and Stephen is AMAZING with his sequencing skills.

CONGRATULATIONS to Lindsey for her OUTSTANDING work with short vowels!

AWESOME DUDES AND DUDETTES!! Matthew, Salomon, and Brianna are doing MARVELOUS work for Miss Susie. Matthew has learned his sight words and Salomon and Brianna are doing FANTASTIC work with their math sums.

ALRIGHT Jenny and Michael!! Jenny is doing WONDERFUL work on the computer with her story writing and Michael is UNREAL when using the vowel puzzle.

Sacha, Mr. Rod reports, is reading at LIGHTENING SPEED and is FANTASTIC with her key words.

CONGRATULATIONS to Rebecca and Danny, both of whom are doing REMARKABLE work in finding the sequence and getting themain idea.

Ms. Jean would like to congratulate Mark on his OUTSTANDING creative writing and Jonathan on his IMPRESSIVE work in suffixes.

Kenny is SUPER FANTASTIC in reading and Charlene is HOT when it comes to her word problems.

Andrew is doing MARVELOUS work in reading fluency and math facts; while Thomas is CHILLING OUT with sequencing.

Miss Robin would like to CONGRATULATE Ross on his AMAZING sight word vocabulary and his performance with number sequencing. Colin is doing AWESOME work in addition. Esther is doing a GREAT job with her letters. Miss Robin is very proud of all of you. Keep up the good work!

HELPFUL HINTS FOR PARENT CONFERENCES
by Karla

Here are a few commonly used terms and definitions that may be helpful to you.

Auditory Perception - the ability to receive sounds accurately and to understand what they mean.

Modality - the pathways through which an individual receives information and learns.

Remediation - an educational program designed to teach a person to overcome difficulty through training and education.

Visual Perception - identifying, organizing and interpreting information received through the eyes.

MARK YOUR CALENDAR

August 2nd: In-House Field Trip, Science Eye "Digging Into Science." **Last day for students.**

August 5th:Parent Conferences begin.

THE POETS OF

THREE WISHES
by Jennifer _____

Three wishes
Three.
The first
A boy:
Blonde hair
Blue eyes
An earring
Long hair.
Wish two:
An older brother
With friends with younger brothers
They can't be stupid
They can't be ugly.
A boy
Blonde and blue
Older brother
With friends
Wish three:
To meet New Kids on the Block.

THREE WISHES
by Ilene _____

Three wishes
Three.
The first would be
A yacht
In the sea.
The sky is blue
The sea is calm
As could be.
Wish two:
Would be
To own three acres
A farm with horses, cows, and a bumble bee factory.
Yacht in the sea
Blue sky, calm sea
A farm with horses,
Cows and a bumble bee factory.
Wish three:
Would be a big family to live with
And help me with the factory.

THREE WISHES
by Israel _____

Three wishes
Three.
The first:
Lots of money
It's crisp
It's green
I'll buy a big mansion
A pool that
Will be cool
With tennis courts
Maybe some
More fields
for all kinds of sports.
Wish two:
A genie to grant me
A lamborghini
It's red
It's fast
It feels like I'm flying
When I'm driving.
With my mansion
And my car I have
It made except for one
Wish three:
My family.

THREE WISHES
by Arie _____

Three wishes
Three.
The first would
Be 1000 more
Wishes for me.
Wish two:
A fly car
It's red
It's fast
It's cool
Not like a fool.
1000 more wishes
Flying car
Wish three:
I would like to have the
World's riches.

??????????????

THE JOKES ON US

??????????????

Why did the elephant wear red underwear?
Because he wanted to hide in the strawberry patch!

Why did the chicken cross the road?
Because he wanted to get to the other side!

Why did the grizzly cross the road?
It was the chicken's day off!

Why was the grizzly so smart?
She just ate a whole school of fish!

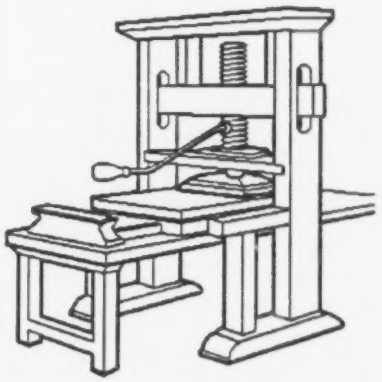
HERE'S THE SCOOP ON A COUPLE OF OUR TEACHERS!

I recently talked to Miss Robin, and I asked her a couple of questions. She said she loved children and liked to see them learn. This was one of the reasons she decided to teach in this summer program. She likes teaching the kindergarten children because she enjoys teaching the basics. When I asked her if she prefers working with a bunch of students or just a few she said both. With a few students there is a greater one - to - one challenge, but with a bunch of kids there are a lot of personalities. When she was in school her favorite subjects were reading and art. The mysterious Miss Robin likes to bike - ride (without falling), work out, and go shopping (like every other women). When I asked her if she was married she responded, "NO, ABSOLUTELY NOT!"

Reported by: Israel _____

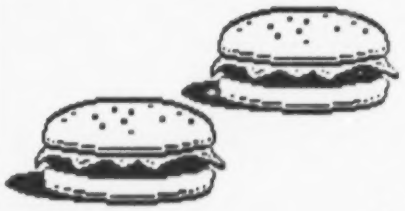
Mr. Victor loves kids so he became a substitute teacher. After a few years of substituting in Colombia he came to Florida to study and get his master's degree from Nova University. While going to Nova and getting his master's he wanted to have the experience of teaching kids computer skills at Summer _____. Mr. Victor prefers teaching middle school because he likes kids that age and he also prefers teaching a small group of children. When he was growing up his favorite subjects in school were Spanish and Biology. During his spare time he likes to use the computer and go swimming. While all of this is going on he takes care of his family. He is married and has two girls ages eight and three.

Reported by: Ilene _____



CAMP MENU

July 29th - Aug. 2nd



MONDAY
Hot - Turkey
Mashed Potatoes
Carrots
Vanilla Cake
Cold - Bologna and Cheese

TUESDAY
Hot - Hamburgers
Green Beans
Potato Chips
Fruit Cocktail
Cold - Salami and Cheese

WEDNESDAY
Hot - Chicken Nuggets
Tater Tots
Peas
Chocolate Cake
Cold - Turkey and Cheese

THURSDAY
Hot - Sloppy Joe
Corn-on-the-Cob
French Fries
C. Chip Cookie
Cold - Chicken Salad

FRIDAY
Hot - Grilled Cheese Sand.
Mixed Vegetables
Potato Salad
Watermelon
Cold - Fish Sandwich

FROM THE READING CORNER

Every child can become a book-lover. Here are a few possible suggestions for summer reading material.

CHILDREN'S LITERATURE AND MATHEMATICS

THE WONDERFUL SHRINKING SHIRT
by L.C. Anderson

ONCE A MOUSE
by M. Brown

THE LITTLE WOODEN FARMER
by A. Dalgliesh

IN THE FOREST
by M.H. Ets

OPOSSUMS IN A TREE
by Greenes, Immerzell, Schulman and Spungin

THE DOORBELL RANG
by P. Hutchins

CHANGES, CHANGES
by P. Hutchins

HAVE YOU SEEN MY DUCK-LING
by N. Tafuri

APPENDIX F

ON YOUR MARK
FOURTH ISSUE

ON YOUR MARK PRESENTS...

40

Out of this World NEWS

Vol. 4 Aug. 2, 1991

NINJA TURTLES
by: Miss Robin's class

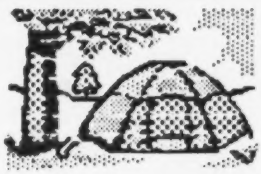
Michaelangelo, Leonardo, Donatello, and Raphael wear red, orange, blue, and purple. Turtles ride skateboards, COWABUNGA skateboards! "Hey dudes, let's order a pizza with anchovies." "COWABUNGA DUDES, We're fighting the foot soldiers." They eat pizza all day,and they practice fighting. April called them to fight Shredder. COWABUNGA SUPERMARKS DUDES!!!! Hi Miss Shelley!

SOUNDS FROM BELOW
by: Alex _____

I heard sounds from below. I am home alone. I just got finished reading a scary story. I heard a squeaking noise from downstairs. I am scared. I called my friend. He came over. We went downstairs. I put the lights on and opened the door. Nothing was there, but I heard it again. I went to the cellar. It was only my imagination. I thought it was a monster.

BRAVE HUNTER
by: Aaron _____

Once upon a time there was a brave hunter named Joe. Joe had a little boy named Eric. Eric liked climbing trees. One day they packed their bags and went camping at Niagara Falls. Eric met a little girl named Daisy, and she liked him. They went canoeing together. Eric picked up a flower for Daisy. It was the Fourth of July. They set off fireworks and



raised the American Flag. They lived happily ever after.

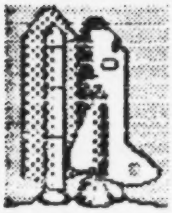
TWO TEACHERS
by: Jenny _____

I have two teachers and their names are Miss Susie and Miss Bibi. I had fun in Super Marks. In September I will go to the University School.

MY BABY
by: Wesley _____

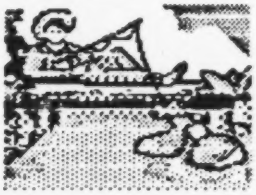
I think my baby is cute. She plays a lot. I hold her and I like her, too. I play with her. She is a good baby. We take her all around. When she grows up I will play baseball with her.

GROWING UP
by: Kenny



When I grow up I want to be an aerospace engineer. I would build rockets. I would build rockets in a factory.

FISHING IN A POND
by: Jonathan



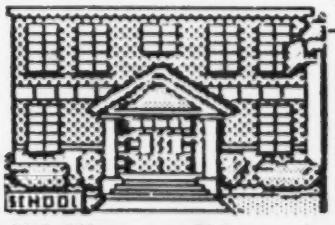
I was fishing at a pond, when I noticed ripples were coming from my float. So, I pulled my line up. There was a fish at the end . So I took it off the hook and threw it back. Then I went home.

SKATING IS FUN
by: Hugo

It is really fun to roller skate. You can go faster than running. You can do tricks on roller skates everywhere. It is fun to skate on one leg. I like to roller skate with my friends at the roller skating rink. I like roller skating a lot.

IS THE BEST
by: Miss Beth's class
and
Miss Kevra's class

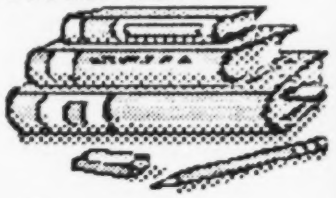
Once upon a time there was a school named _____.



Joshua, Lindsay, Todd D., Marc, Todd L., David, Jessica, Cory, and Aaron went to this school. We were a very good class. We did Kina writing, journal writing, umbrella addition and subtraction, vowel bingo and we learned to read. We had nice teachers who gave us task sheets and timings. We had a SUPER GREAT summer!!

WHAT I LIKE ABOUT
by: Jason

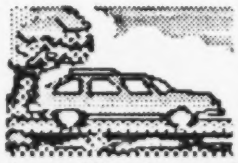
I like Systems 80, Spectra, Language Master, and Charlie. I like subtraction baseball best because it's fun!



THE COAT THAT COST TOO MUCH
by: Rachel

"Mom, we're going to be late," screamed Debbie. "But Debbie, the mall just opened," yelled back Mom. Finally, we were in the car going to the shopping mall. Inside the mall I saw a beautiful, absolutely georgous coat in the store. "Mom, let's go in," I begged. I tried on this purplish-blue coat. It was just right for me. Moma liked it until she saw the price tag. "It cost $150.00," yelled Moma.

DISNEY WORLD
by: Kim



This weekend I will go to Disney World. I am going to visit Mickey Mouse, Goofy, Donald Duck, Minnie Mouse, and Pluto. We will all go to th Magic Kingdom and then we will go swimming.

FROM THE READING CORNER

<u>The Ordinary Princess</u>
by M.M. Kaye

<u>The Reluctant Dragon</u>
by Kenneth Grahame

<u>The Monster's Ring</u>
by Bruce Coville

<u>The Iron Giant</u>
by Ted Hughes

A few BRAIN TEASERS from several computer students.

Problems with Words!

1. Huge Harry bought 6 chocolate bars and 4 crunch bars. He ate all but 3 and then he got sick. How many bars did he eat before getting sick?

2. Jason has 12 books. He found 2 books. How many books in all?

3. Sacha found 12 books. She lost 2 and gained 4. How many in all?

4. Jessica has 12 apples and 4 mangos. Esther has 3 apples and 6 mangos. How many mangos in total?

5. Stephanie had a dress she wanted to buy. Then she saw a blouse. The dress is $20.00 and the blouse is $15.00. She has $19.00. How much does she need? How much is the blouse and the dress in total?

_____ SIZZLES GO OUT TO:

TO: MARISSA _____ and JASON _____ who worked hard to improve their math scores.

FROM: Ms. _____

TO: SALOMON _____ has been improving in every skill! Maybe it is his new PUMP sneakers!

FROM: Ms. Susie

TO: SACHA _____ who is so kind and such a hard worker with all of her skills.

FROM: Mr. _____

TO: REBECCA _____
Congratulations on your success with reading. You have been a joy to teach. Good luck in the future.

FROM: Ms. _____

TO:JENNY _____who has been an excellent student. Since the first day of _____ she worked on her task sheets independently.

FROM: Miss Bibi

TO: SETH _____ who reached his aim in reading for the second time! Excellent reading!!

FROM: Miss Phyllis

TO: LINDSEY,TODD D.,TODD L.+CORY: Thanks for being great _____ Superstars. I will miss you!

FROM: Miss Beth

TO: ESTHER _____ You've done great this summer!
HAPPY KINDERGARTEN, 1991.
and
TO: ROSS _____ Keep up the great work!!!

FROM: MISS ROBIN

TO: JONATHAN _____, for doing a GRRREAT job in reading!

FROM: MR. _____

_____ SPOTLIGHTS!

GOOD WORK on differentiating between true, false, and inferred statements, Benjamen!

CONGRATULATIONS Todd L. and Todd D. for SUPER FANTASTIC work in Reading and Math.

ALRIGHT Andrew and Thomas! Andrew mastered fluency in another story and Thomas mastered his vocabulary list this week.

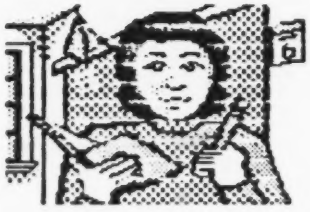
CONGRATULATIONS Felix and Michael for doing a WONDERFUL job on vocabulary sight words.

Miss Robin reports that MATTHEW and JAMES are FANTASTIC sight word readers. COLIN's addition is speedy, and ROSS has reached MASTERY in picture sequencing and sight word vocabulary. Keep it up guys!!!

HUGO'S reading scores are SOARING, reports Mr._____ while KIM has made GREAT STRIDES with her math key words.

According to Miss_____, DANIEL has done a GOOOOD job on his story reading and CALLIE is getting it TOTALLY TOGETHER in her story sequencing.

JILLIAN has done a MARVELOUS job on her oral reading skills. Keep up the good work!



WESLEY, Miss Susie reports, has been doing EXCELLENT work in math. WOW!!!

MATTHEW and BRIANNA are SOARING HIGH with handwriting!

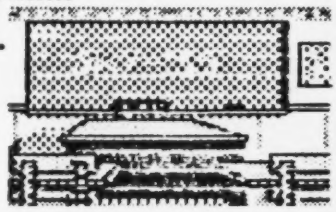
JOSHUA is doing an AWESOME job of drawing conclusions and GEOFFREY'S algebraic expressions are truly IMPRESSIVE!

Mrs._____CONGRATULATES all of her students on a WONDERFUL job done in _____!

HERE'S THE SCOOP ON A COUPLE OF OUR TEACHERS!

It was a dark and stormy day when I interviewed Mr. _____. He said his older sister motivated him to go into teaching. He likes to work with a few kids because there's less stress and one-to-one challenge. He's probably the only one in this world who liked math when he was a kid. He also likes to read and study the Bible. Believe it or not, there's also a fun part to Mr. _____. He enjoys football. (He likes it better if he's not tackled). He also likes basketball. He came to teach in _____ because he loves kids and he loves a good challenge. Mr. _____is married and has a child that's going to be two this month. (Just in case I forget HAPPY BIRTHDAY RASHAAD!!!!!!)

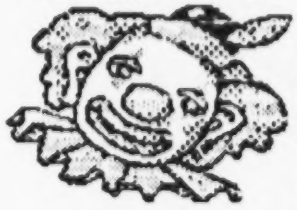
By: Israel _____



Miss Susie loves kids which is the reason she wanted to teach. She also wanted to learn new methods of teaching. She is currently completing her master's degree at Nova University. She prefers teaching fifth grade. She also prefers teaching a small group of students so she can get to know the kids better. Miss Susie is engaged to be married next January and she wants to have lots of children.

By: Ilene _____

THE JOKES ON US!!!



Why did the elephant squeak? He swallowed a bird!

Where do little dogs sleep? In "pup" tents!

Why did the puppy get straight A's? She was the teacher's pet!

A FAREWELL MESSAGE FROM OUR DIRECTOR!!

To all my dear _____ _____ students,

I am so very proud of all of your accomplishments this summer! Watching all of you work so hard has brought a smile to my heart. I will always remember each one of you for special reasons.

TO: Miss Robin's class: I LOVE all of the BEAUTIFUL pictures you drew and your jokes made me GIGGLE.

TO: Miss Susie's class: WOW! You guys made AWESOME mini computers. Can I play?

TO: Miss Bibi's class: SUPER JOB on charting your own progress. Way to go!

TO: Miss Kevra's class: What a JOY it has been to watch all of you read your Big Books.

TO: Miss Beth's class: You are all such EXCELLENT "FISHER PEOPLE." I really had FUN watching you fish for your words!

TO: Ms._____class: What FANTASTIC story webs you created! You all THINK so well as a team.

TO: Ms._____ class: Great to see you HITTING HOME RUNS with your super subtraction baseball game.

TO: Ms._____class: I am so IMPRESSED with your team work! It was a THRILL to watch you guys work so cooperatively.

TO: Ms._____class: WOW! It was a PLEASURE to see you using your KEYCARDS while writing your SUPER stories!

TO: Mr._____class: How EXCITING it was to hear all the FLUENT reading coming from your room!

TO: Mr._____class: What CREATIVE, SENSITIVE poetry you wrote. Thank-you for sharing!

TO: Mr._____ class: I know where to find the BEST problem solvers! You are the MASTERS at word problems.

I wish all of you a wonderful summer vacation and an exciting school year!

Ms. Shelley

ON YOUR MARK

Vol. 4

PROGRAM DIRECTOR
Miss Shelley _____

EDITOR-IN-CHIEF
Mrs. D. McCann

EDITORS
Geoffrey _____
Jennifer _____
Israel _____
Rachel _____
Arie _____

STAFF WRITERS
Summer _____ Students

REPORTERS
Ilene _____
Israel _____

The ON YOUR MARK newspaper was published on four consecutive Fridays during the summer term by the students of Summer _____ _____.

APPENDIX G

COPS MNEMONIC DEVICE

COPS

C CAPITALIZATION

O OVERALL APPEARANCE

P PUNCTUATION

Developed by Don Deschler: 1979

APPENDIX H

COMPUTER MNEMONIC DEVICE

COMPUTER

C CAREFULLY SELECT MATERIALS

O OUTLINE/LAYOUT

M MAKE CREATIVE AND COOPERATIVE DECISIONS

P PICTURES (graphics)

U USE **COPS**

T TITLES IN BOLDFACE

E ENTER ALL INFORMATION

R REVISE

Developed by Shelley Obrand: 1991

APPENDIX I

POST - QUESTIONNAIRE

PARENT QUESTIONNAIRE

1. I feel there is effective communication between the school and home.

   Yes No

2. I feel that communication has been improved through the distribution of a school newspaper.

   Yes No

3. I am well informed of upcoming school events.

   Yes No

4. I am aware of parent conference dates.

   Yes No

5. I know when my child masters a skill.

   Yes No

6. I am familiar with the way my child's progress is monitored.

   Yes No

7. I have seen samples of my child's work.

   Yes No

8. I am familiar with several of the activities my child engages in.

   Yes No

9. I referred to the school newspaper frequently.
   Yes No

10. I know what a "sizzle" is.

    Yes No

COMMENTS:

APPENDIX J

OBJECTIVE ONE RESULTS

TABLE ONE

AWARENESS OF UPCOMING SCHOOL EVENTS

QUESTIONS	PRE QUESTIONNAIRE RESPONSES		POST QUESTIONNAIRE RESPONSES	
	Yes	No	Yes	No
1. Effective communication between home & school.	6	37	41	2
2. Feel communication improved with a school newspaper.	39	4	42	1
3. Informed of school events.	4	39	41	2
4. Aware of parent conference dates.	19	24	43	0
8. Familiar with student's activities.	9	34	37	6

APPENDIX K

OBJECTIVE TWO RESULTS

TABLE TWO

AWARENESS OF CHILD'S PROGRESS

QUESTIONS	PRE QUESTIONNAIRE RESPONSES		POST QUESTIONNAIRE RESPONSES	
	Yes	No	Yes	No
5. Know when child masters a skill.	4	39	40	3
6 Familiar with way child's progress is monitored.	8	35	38	5
7. Seen samples of child's work.	11	32	42	1
10. Know what a sizzle is.	2	41	43	0